|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | What are the strengths and weaknesses of indicators | | | | | | | | | | | | | | | | **Duration:** | | | 4 weeks | | | | | | |
| **Subject/Course:** | | | **Biology** | | | | | | | **Teacher(s): Solomon, Q, Vachunek, Stugart** | | | | | | | | | **Grade Level:** | | | Mostly 10th | | | | | | |
| **Other Subject Areas to Be Included:** | | | Foreign Language, Automotive Technology, English II | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | Portfolio on strengths and weaknesses of indicators   * How are indicators used? * Why are indicators used * How could indicators be improved? | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Essential Question** | | | What are the strengths and weaknesses of indicators?   * Why are indicators used? * Are indicators accurate? | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | Science: Spanish Automotive technology English  3210 Inq.2 3210.Inq.5 3210.1.3 2 and 3  3210 Inq.3 3210 T/E.1 3210.1.4  3210 Inq.4 3210 T/E.2 | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **T** | **A** | **E** |  | | | | | | | | | **T** | | **A** | | | **E** |
| **Professional (21st Century) Skills** to be taught, assessed and/or encouraged**:** | | | Collaboration | | | | | | | |  |  |  | Other: | | | | | | | | |  | |  | | |  |
| Communication (Oral Presentation) | | | | | | | | X |  |  |  | | | | | | | | |  | |  | | |  |
| Critical Thinking/Problem Solving | | | | | | | | X |  |  |  | | | | | | | | |  | |  | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Individual: | | | Science: Completion of college-level lab report on using macromolecules to test indicators  Spanish: Travel guide  Automotive technology: Computer diagnostics  English: Synthesis refection paper on strengths and weaknesses of indicators | | | | | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | | | | | |
| X | Class | | | | | | | |
|  | School | | | | | | | |
|  | Community | | | | | | | |
|  | Experts | | | | | | | |
|  | Web | | | | | | | |
|  | Other: | | | | | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | | English: Entry reading on indicators | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | |  | | Quizzes/Tests | | | | | | | |  | | Practice Presentations | | | | | |  | | |
|  | | Journal/Learning Log | | | | | | | | X | | Notes | | | | | |  | | |
| X | | Preliminary Plans/Outlines/Prototypes | | | | | | | | X | | Checklists | | | | | |  | | |
|  | | Rough Drafts | | | | | | | |  | | Concept Maps | | | | | |  | | |
|  | | Online Tests/Exams | | | | | | | |  | | Other: | | | | | |  | | |
| **Summative Assessments**  (End of Project) | | | | X | | Written Product(s), with rubric: Travel pamphlet, lab report, synthesizing paper | | | | | | | |  | | Other Product(s) or Performance(s), with  rubric: Computer Diagnostics | | | | | |  | | |
| X | | Oral Presentation, with rubric: Travel pamphlet | | | | | | | |  | | Peer Evaluation | | | | | |  | | |
|  | | Multiple Choice/Short Answer Test | | | | | | | |  | | Self-Evaluation | | | | | |  | | |
|  | | Essay Test | | | | | | | |  | | Other: | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Equipment:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Materials:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **Community resources:** | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | |  | | Journal/Learning Log | | | | | | | |  | | Focus Group | | | | | |  | | |  | | |
|  | | Whole-Class Discussion | | | | | | | |  | | Fishbowl Discussion | | | | | |  | | |  | | |
|  | | Survey | | | | | | | |  | | Other: | | | | | |  | | |  | | |